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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of December 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: President Bush responds to the recent acts of terrorism in Israel, Prime Minister Ariel Sharon declares war against terrorism and Egyptian and Jordanian leaders convene an emergency summit, Israel continues to pound Palestinian targets, Afghan delegates finalize an agreement for an interim post-Taliban administration, and the Taliban's supreme leader will surrender Kandahar on Friday and the first of the wounded U.S. soldiers receives treatment in Germany (December 3-7); new evidence points to Osama bin Laden in the September 11th attacks, anti-Taliban forces close in on al Qaeda positions, the U.S. attorney general issues the first indictment against the terrorists of September 11th, a U.S. bomber crew is safe after its plane crashes into the Indian Ocean, and U.S. officials release the videotape implicating Osama bin Laden in the September 11th attacks (December 10-14); Eastern Alliance commanders claim that most al Qaeda fighters have fled Tora Bora, the U.S. Embassy opens in Kabul and U.S. Defense Secretary Donald Rumsfeld visits Brussels, Belgium, finding Mullah Omar is not a priority for local Afghan rebels, the search for Osama bin Laden continues, and controversy surrounds the allocation of relief funds to September 11th victims' families (December 17-21). (AEF)

CNN Newsroom Classroom Guides, December 2001

By: Turner Learning, Inc.

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CNN NEWSROOM Guide

December 03, 2001

Sign up for CNN's "Weekly Update for Educators," a weekly e-mail giving educators advance information to integrate current events into the curriculum. Go to: <http://fvi.cnn.com/fvi/updates/>

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 10:45...11:25

Teachers: Please prescreen this segment, as its content may not be appropriate for all students.

-President George W. Bush responds to the recent acts of terrorism in Israel.

-Could the recent attacks impact the Israeli-Palestinian peace process?

Ask CNN ... 01:25...12:50

How do the head coverings used in different religions differ?

Rebuilding Afghanistan ... 02:50...15:40

Afghan negotiators create a draft outline for an interim post-Taliban government.

Taliban Yankee ... 02:40...18:20

CNN's Robert Pelton tells the story of an American who fought for the Taliban.

After the Goodbyes ... 03:30...21:50

The USS Pearl Harbor departs for the Arabian Sea.

America's War-Latino Impact ... 04:20...26:10

The events surrounding the September 11th attacks have impacted America's Latino community.

CNN NEWSROOM CLOSE ... 01:50... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Mideast Conflict

1. Where in Israel did last weekend's terrorist attacks occur? What was the nature of these attacks? How many people were killed? How have Israeli, U.S. and Palestinian leaders responded to the attacks? Why was President George W. Bush's meeting with Israeli Prime Minister Ariel Sharon politically significant? What message did U.S. Secretary of State Colin Powell deliver to Palestinian Authority leader Yasser Arafat? How do you think Arafat should respond to the recent terrorist acts?
2. Have students share what they know about the history of the Israeli-Palestinian conflict. How would you describe relations between the Palestinians and the Israelis who occupy the West Bank? What is the status of peace negotiations between these nations?
3. What is the role of the U.S. in the Israeli-Palestinian peace process? Who is Gen. Anthony Zinni? What are the Oslo Accords? Why have some Israelis criticized the Oslo peace process? According to the video, how do some Israelis feel about America being involved in the Israeli-Palestinian peace process?
4. Why is the border between the West Bank and Israel critical to a peace settlement? Why does Israel continue to build settlements in the heart of Palestinian-populated areas? What is the America's position on this activity? In your opinion, should Israel continue to build these settlements? Explain.
5. Have student groups research the history of the Middle East since 1947. Instruct students to focus their research on U.S. participation in any of the regional conflicts and mediations. You might want to pose the following questions to guide students' research:
 - When and where was the state of Israel created?
 - How did Arabs react to the establishment of this new country? Why?
 - When and why did Israel begin to gain the support of the U.S.?
 - What price has the U.S. paid for that support?
 - What do most Arabs think of U.S. policy in the Middle East? Why?After each group shares its findings, ask: To what extent do you think the recent acts of terrorism in Israel will impact the Israeli-Palestinian peace process? In light of the recent violence, do you think the U.S. should modify its Middle East policy, including its role in the Israeli-Palestinian peace process? Why or why not? If so, how?
6. Teachers: For a lesson plan on this topic, please visit the following CNNfyi.com site:
<http://fyi.cnn.com/2001/fyi/lesson.plans/05/21/mideast.plan/index.html>.

LINKS:

<http://cnn.com/2001/WORLD/meast/12/02/mideast.0520/index.html>

<http://fyi.cnn.com/2001/WORLD/meast/12/01/bombing.reaction/>

<http://fyi.cnn.com/SPECIALS/2001/mideast/index.html>

Rebuilding Afghanistan

1. What is the status of the U.S.-led strikes against the Taliban? What areas of Afghanistan are being targeted by the U.S.? What is the purpose of the talks being held in Bonn, Germany? What is the status of these talks? What progress has been made? How long is the meeting in Bonn expected to last?
2. As a class, review the video and have students write down the components of the draft outline of

Afghanistan's post-Taliban interim government. Group students and assign each group one of the components of the draft outline. Ask each group to conduct research to learn more about the provision, its political significance, and why it was probably included in the draft outline. Then, after each group presents its research, discuss whether or not the provision should be included in the final agreement.

LINKS:

<http://fyi.cnn.com/2001/WORLD/europe/12/02/gen.bonn.talks/index.html>

<http://fyi.cnn.com/2001/WORLD/asiapcf/central/12/02/ret.afghan.attack/index.html>

<http://fyi.cnn.com/2001/US/12/02/ret.frontlines.facts/index.html>

<http://www.un.org/>

Taliban Yankee

1. Who is John Walker? Of what political group is he a member? How did he come to fight for the Taliban? What is his current medical and legal status?
2. Inform students that, according to officials, "if Walker is determined to be a U.S. citizen, he would be taken back to the U.S. Whether he would be tried, and by whom, remains unclear." Ask students: Do you think Walker should be tried? Why or why not? If so, by whom: The Northern Alliance, the International Court of Justice, a U.S. military tribunal, or the U.S. federal government? Have students discuss which of these venues would offer the fairest and most expedient trial.

LINKS:

<http://cnn.com/2001/WORLD/asiapcf/central/12/02/ret.american.taliban/index.html>

<http://www.icj-cij.org/icjwww/igeneralinformation.htm>

<http://www.law.cornell.edu/topics/military.html>

After the Goodbyes

1. What is the destination of the USS Pearl Harbor? For how long will troops on the USS Pearl Harbor be deployed? What are the living conditions like aboard the ship?
2. What types of hardships do the families of soldiers face when their loved-ones go off to war? If you have students who have family members that have been called to active duty, you may want to give these students the opportunity to express their thoughts and feelings about this issue.
3. For what event was the USS Pearl Harbor named? Have students consult their texts and other resources to learn more about the attack on Pearl Harbor. Have students share their findings and discuss why President Franklin D. Roosevelt referred to the bombing of Pearl Harbor as "a date which will live in infamy."

Then, have students interview a person who remembers the bombing of Pearl Harbor and ask them to compare this infamous event to the September 11th attacks. Students should ask the following questions of their interviewees:

1. How old were you on December 7, 1941?
2. What were you doing when you learned about the bombing of Pearl Harbor?
3. What was your reaction to the news of this event?
4. How did you feel about America's involvement in WWII?
5. What were you doing when news of the September 11th attacks broke?

6. What was your reaction to this news?
7. How do the September 11th attacks compare to the attacks on Pearl Harbor?
8. What is your opinion of the U.S.-led war against terrorism?

Have students write essays that summarize their findings and share their essays with the class.

LINKS:

<http://www.execpc.com/~dschaaf/mainmenu.html>

<http://bcn.boulder.co.us/government/national/speeches/spch2.html>

<http://fyi.cnn.com/2001/US/09/11/bush.speech.text/>

<http://fyi.cnn.com/2001/US/09/20/gen.bush.transcript/>

America's War-Latino Impact

1. How many Latinos are living in the U.S.? What percentage of America's Latinos were born in other countries? How have the September 11th attacks and their aftermath impacted America's Latino community? Do you think other ethnic communities in the U.S. have experienced similar effects from the terrorist attacks? Discuss.
2. How many Hispanic businesses exist in the U.S.? How much money do these businesses generate? Who is Jose Nino? How has he responded to the events surrounding September 11th? Why are Nino's attempts to mobilize the U.S. economy important for Hispanic Americans and the U.S. in general?
3. In the video, former President of the Hispanic Chamber of Commerce Jose Nino asserts that America "is still the safest country in the world." Do you agree with Nino? Challenge students to find evidence that either supports or refutes Nino's statement. Have students draw upon their research to write position papers on the issue. Ask students to support their positions with statistics and other facts.

EXTENSION: Have students learn about the contributions of Hispanics in American culture. Students can develop an appreciation for Hispanic culture by examining significant places in Hispanic American history. The third Web site below from the National Park Service is a good resource for information. Divide the class into groups and have each group select one site to research. Have each group present its information to the class. At the end of all the presentations, have groups mark their sites on a large U.S. map, and discuss the significance of each of these sites in Hispanic and U.S. history.

LINKS:

<http://www.ushec.com/>

<http://www.undcp.org/terrorism.html>

<http://www.cr.nps.gov/nr/feature/hispanic/>

<http://fyi.cnn.com/fyi/interactive/specials/hispanic/index.html>

EDITOR'S NOTE:

terrorism

Israeli-Palestinian peace process

West Bank

Bonn, Germany

interim government

Afghanistan

USS Pearl Harbor

Latino

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CNN NEWSROOM Guide

December 04, 2001

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<http://turnerlearning.com/newsroom/enroll.html>

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 05:40...06:20

- Prime Minister Ariel Sharon declares war against terrorism.
- Egyptian and Jordanian leaders convene an emergency summit.

America Strikes Back ... 02:50...09:10

Intense bombing further isolates Kandahar.

Afghan Security ... 02:25...11:35

Traveling in Afghanistan is a dangerous proposition.

Afghan Women ... 03:40...15:15

In Kabul, Afghan women enjoy new freedoms.

Ask CNN ... 01:00...16:15

How do the positions of the U.S. National Security Adviser and the U.S. Homeland Security Adviser differ?

Homeland Security ... 08:45...25:00

- The U.S. Customs Service faces the difficult task of enforcing homeland security.
- The U.S. government is swamped with ideas for new types of security devices.

Ginger Unveiled ... 02:25...27:25

Dean Kamen unveils the Segway Human Transporter.

CNN NEWSROOM CLOSE ... 00:35... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Mideast Conflict

1. Describe Israeli Prime Minister Ariel Sharon's reaction to last weekend's terrorist attacks. Who does Sharon blame for the terrorist attacks? What Palestinian targets did Israeli forces strike yesterday? Why were these targets chosen? How did Chief Palestinian negotiator Saeb Erakat respond to Sharon's declaration and Israel's retaliatory bombings? Do you think Israel should continue its strikes against Palestinian targets? Why or why not?
2. In the video, we learn that Mr. Sharon "sought to draw a parallel between Israel's battles against Palestinian militants and the U.S. global war on terrorism." Why do you think Sharon wants to make such a connection? Refer students to their texts and the links below to learn more about the history of conflicts between the Israelis and the Palestinians. Have students determine whether a parallel can be drawn between Israel's battles against Palestinian militants and the U.S. global war on terrorism. Do you think it is fair to compare Palestinian Authority leader Yasser Arafat to Osama bin Laden? Why or why not? Discuss.
3. Why did Egyptian and Jordanian leaders convene an emergency summit? Where did the summit take place? Why did some Egyptians stage a protest outside the palace? How would you describe Egypt's and Jordan's relationships with Israel? What do these countries believe must happen for peace to be achieved between the Israelis and the Palestinians?
4. How might an all-out war between the Israelis and the Palestinians impact Egypt and Jordan? Have students conduct research to learn about the history of Israel's relationships with Egypt and Jordan. What do these nations stand to lose if an all-out war breaks out between the Israelis and the Palestinians? Discuss.
5. For additional information and a lesson plan on this topic, visit CNNfyi.com's "Mideast Backgrounder" at:
<http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html>.

Also, students can access a Holt, Rinehart and Winston map of Israel at:
http://go.hrw.com/atlas/norm_hm/israel.htm.

LINKS:

<http://fyi.cnn.com/2001/WORLD/meast/12/03/mideast/index.html>
<http://cnn.com/2001/WORLD/meast/12/03/strike.reaction/index.html>
<http://fyi.cnn.com/SPECIALS/2001/mideast/index.html>

America Strikes Back

1. Who is John Walker? Why is he being held by U.S. special forces in Afghanistan? How has Walker's family responded to the news that he was fighting for the Taliban in Afghanistan?
2. Where is the Taliban's last stronghold located? What is the status of this stronghold? What will be the U.S. Marines' first combat mission in Afghanistan? Where in Afghanistan are pockets of Taliban and

al Qaeda resistance fighters thought to be located? What area remains of highest interest to the U.S. Why?

LINKS:

<http://www.cnn.com/2001/WORLD/asiapcf/central/12/03/ret.afghan.attacks/index.html>

Afghan Security

1. Why is it dangerous to travel in Afghanistan? According to the video, what areas of Afghanistan are controlled by the Northern Alliance and the Taliban? Have students identify these areas on a map. Why are many Afghans unfazed by the dangers associated with traveling in their country?
2. How are roads important to the infrastructure of your country? Have students consider how their lives might be affected if traveling in your country suddenly became unsafe. How would this problem impact the delivery of goods and services in your community? Would your local economy suffer? Can you think of other possible consequences? Discuss.

LINKS:

<http://www.afghan-web.com/geography/>

Afghan Women

1. How has life changed for women in Kabul since the Taliban were removed from power? What new freedoms does Maryam Qasimi appreciate the most? Why?
2. In spite of the recent improvement in her quality of life, what behavior does Qasimi demonstrate that indicates her tie to the old ways? What cultural taboos continue to exist in Kabul? Why do you think some cultural traditions in Afghanistan might be slow to change?
3. In recent weeks, some U.S. leaders, including First Lady Laura Bush and Senator Hillary Rodham Clinton, have focused public attention on the plight of Afghanistan's women under the Taliban. In the past, similar kinds of government-sponsored oppression (e.g. ethnic cleansing in the Balkans, apartheid in South Africa) have been reviled by world leaders. Ask students to consider what role the international community should play in guaranteeing basic human rights for the women of Afghanistan under a new government.
 1. Generate a class discussion about the benefits of women's rights for Afghanistan's economy, society, government and standing in the international community. Based on what students know about the culture of Afghanistan, could Afghan women encounter any resistance to reinstatement of their basic rights?
 2. Divide the class into small groups.
 3. Give each group ample time to discuss the possible courses of action for the international community, and select one to recommend to the rest of the class. For example, groups might consider a U.N. resolution, such as economic or political sanctions, if women's rights are not honored under a new government.
 4. Have each group appoint a spokesperson to present its recommendation. Discuss the potential consequences of each recommendation for both Afghanistan's women and the international community.

LINKS:

<http://fyi.cnn.com/2001/WORLD/asiapcf/central/11/26/ret.afghan.women/index.html>

<http://www.time.com/time/world/article/0,8599,185651,00.html>

Homeland Security

1. How long are the borders between the U.S. and Canada, and the U.S. and Mexico? How many people use U.S. ports of entry each year? What is the U.S. government doing to keep cargo that contains weapons of mass destruction from entering the U.S.? Why is it impossible for U.S. Customs inspectors to screen every piece of cargo? According to U.S. Customs Service Commissioner Robert Bonner, what can be done to improve the U.S. Customs Service's ability to protect U.S. citizens?
2. When crossing international borders, travelers are often subjected to searches and questioning by customs agents. Challenge students to research the U.S., Mexican and Canadian Customs Services to learn more about these agencies. Share student findings. How do the customs agencies promote security and enforce laws across their borders? Discuss.
3. How many responses did the U.S. Department of Transportation receive to its call for new ideas to improve homeland security? How are some companies exploiting fear in order to make money? Why do you think this is happening? How is the Securities and Exchange Commission addressing this problem?
4. Help students create a list of America's most significant homeland security issues. Group students and assign each group an issue. Then, have each group conduct research to learn about how the U.S. government and the private sector are addressing the issue. After each group presents its findings, ask: What types of new technologies might be used to address this security issue? Do you think its possible for the U.S. to meet all of it's security needs? Why or why not?

LINKS:

<http://www.customs.treas.gov/>

http://dailynews.yahoo.com/h/ap/20011127/pl/customs_cargo_1.html

<http://www.dot.gov/affairs/112701sp.htm>

<http://www.aviationnow.com/avnow/spSec/hs.jsp>

<http://www.whitehouse.gov/news/releases/2001/10/20011008.html>

Ginger Unveiled

1. Who is Dean Kamen? What invention did he recently unveil? How does the Segway Human Transporter work? When will the machine be available for consumers? How much will they cost? Do you think this price is reasonable? Why or why not?
2. Why is the Segway considered an engineering marvel? Refer students to the links below to learn more about the Segway and Kamen's aspirations for his invention. Do you think the Segway could work in your community? Would people in your community be willing to share the sidewalk with these machines? Why or why not?
3. Inform students that, in a recent interview, Kamen stated he believes that the Segway "will be to the car what the car was to the horse and buggy." Have students discuss the meaning of this statement. Then ask: Do you think the Segway will revolutionize transportation? Discuss.

LINKS:

http://www.segway.com.edgesuite.net/consumer/home_flash.html
<http://fyi.cnn.com/2001/TECH/ptech/12/03/scooter.unveiling/index.html>
<http://www.time.com/time/business/article/0,8599,186660,00.html>
<http://www.time.com/time/2001/segway/index.html>

EDITOR'S NOTE:

Ariel Sharon
Yasser Arafat
Kandahar
freedom
security
U.S. Customs Service
the Segway
transportation

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CNN NEWSROOM Guide

December 05, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 05:55...06:35

- Israel continues to pound Palestinian targets.
- Arab journalists sympathize with the Palistinians.

Web Site Information ... 00:45...07:20

Information on the CNN NEWSROOM Daily Classroom Guide

Rebuilding Afghanistan ... 02:55...10:15

Afghan factions agree on the framework for a post-Taliban government.

Jalalabad ... 04:45...15:00

- The war against terrorism takes its toll on the citizens of Jalalabad.
- CNN's Brianne Leary profiles a child from Jalalabad.

A Helping Hand ... 02:25...17:25

American children raise money to help Afghan children.

"Generation X" War ... 02:10...19:35

War has defined almost every American generation in the 20th century.

Ask CNN ... 01:15...20:50

Why are stars absent from photos that are taken from the Space Shuttle?

Space is the Place ... 03:50...24:40

Dr. Sally Ride establishes a science club for girls.

Olympic Torch ... 01:55...26:35

The Olympic torch begins its journey through the U.S.

CNN NEWSROOM CLOSE ... 01:25... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Mideast Conflict

1. Why did the Bush administration freeze the assets of the Texas-based group known as "The Holy Land Foundation for Relief and Development"? What message did President George W. Bush deliver to Palestinian Authority leader Yasser Arafat regarding the recent terrorist attacks in Israel?
2. Why is Israel bombing Palestinian targets in Gaza and the West Bank? What targets did Israel hit? Who does Israeli Prime Minister Ariel Sharon blame for last weekend's bombings that killed 25 Israelis? Why did Sharon visit the military base on the West Bank? Why was his visit politically significant?
3. How has Arafat responded to Sharon's declaration of war and Israel's retaliatory attacks? Why do you think many Palestinians do not support Arafat's crackdown on terrorism? Why are checkpoints a constant source of frustration for Palestinians?
4. Who controls most of the television stations and newspapers in the Arab world? How do many Arab nations view the suicide bombings in Israel and Israel's retaliatory strikes against Palestinian targets? How do these views differ from the ones being promoted by the U.S. and Israeli media? Why do you think these differences exist?
5. Why do you think the Arab community sympathizes with the Palestinians? In your opinion, to what extent could the Arab media's coverage of this news event impact the outcome of the conflict between the Israelis and the Palestinians? Do you think Arab governments should allow their journalists to cover Israel's perspective on the current conflict? Why or why not?
6. For additional information and a lesson plan on this topic, visit CNNfyi.com's "Mideast Backgrounder" at:
<http://fyi.cnn.com/fyi/interactive/0108/mideast/index.html>.

LINKS:

<http://www.time.com/time/world/article/0,8599,186796,00.html>
<http://cnn.com/2001/WORLD/meast/12/03/strike.reaction/index.html>
<http://fyi.cnn.com/SPECIALS/2001/mideast/index.html>GUIDE

Rebuilding Afghanistan

1. What type of agreement did Afghan delegates reach at the meeting in Bonn, Germany? What are the components of the agreement? Why do you think it is important that Afghanistan's new government be ethnically balanced? How many people will serve in Afghanistan's interim government? Why is it significant that an Afghan woman will be named to serve as deputy chairperson?

2. Who is Burhanuddin Rabbani? How do Northern Alliance leaders feel about sharing power in a new Afghan government? What governmental positions do the Northern Alliance hope to keep? Why is the Northern Alliance in a politically advantageous position in terms of establishing its role in a post-Taliban government?
3. According to the video, what is the "blueprint for Afghanistan's political future"? How long will the interim administration be in power? What will be the role of the "loya jirga"? What will be the most important goal for Afghanistan's new government?
4. What is a constitution? Why is it important that Afghanistan have a new constitution? Who will be responsible for creating this document?
5. Refer students to multimedia resources to learn about Afghanistan's political history during the 20th century. Divide your class into five groups and assign each group one of Afghanistan's past constitutions from either 1923, 1963, 1976, 1987, or 1990. Students can access these constitutions at the last link below. Ask each group to examine the constitution and how key political events influenced the formation of the document. Have each group present a summary of its findings. Then, as a class, have students identify elements that they think should be included in Afghanistan's new constitution.
6. Teachers: For a CNNfyi.com article and educational materials on the formation of a post-Taliban government in Afghanistan, please go to: <http://fyi.cnn.com/2001/fyi/news/11/26/afghan.talks/index.html>.

LINKS:

<http://fyi.cnn.com/2001/WORLD/europe/12/04/gen.bonn.talks/index.html>
<http://www.cia.gov/cia/publications/factbook/geos/af.html>
<http://www.infoplease.com/ce6/history/A0813343.html>
<http://www.afghan-web.com/politics/>

Jalalabad

1. Locate Jalalabad on a map of Afghanistan. How has the U.S.-led war against terrorism impacted the people of Jalalabad? How many hospitals are in this city? What is OMAR? How is this organization helping Afghans outside of Jalalabad? What physical and mental health problems are these people facing as a result of the war? Why are the Eastern provinces vulnerable to greater deprivation than other regions of Afghanistan? What evidence suggests that hope exists in Jalalabad?
2. Why are U.S. forces targeting Tora Bora? Who is Ramal? How has he been affected by the war in Afghanistan? Where is his school located in relation to Tora Bora? How do the conditions at his school compare to the conditions at your school? How do Ramal and his classmates feel about the Taliban? How does Ramal cope with living in a war zone?
3. Inform students that, according to a CNN.com report, "Years of conflict, severe drought, human rights abuses and significant population movements within Afghanistan have left more than seven million civilians, mostly women and children, with a fragile grip on survival. Already 3.8 million Afghans rely on food aid and nearly 20 percent of those in need are children under the age of five." Refer students to the links below to learn about the history and current status of the humanitarian crisis occurring in Afghanistan. Pose the following questions to guide students' research:
 - What assistance has the international community provided to Afghan citizens and refugees?

- How is the war on terrorism affecting Afghanistan's humanitarian crisis?
- How has Afghanistan's humanitarian crisis impacted Pakistan and Iran?

After students share their findings, ask: Why do you think allied nations are providing humanitarian aid, in addition to taking military and diplomatic action, in the war against terrorism? Do agree with this strategy? Discuss.

LINKS:

<http://cnn.com/2001/WORLD/asiapcf/central/12/04/ret.afghan.attacks/index.html>

<http://cnn.com/2001/WORLD/asiapcf/central/12/02/ret.afghan.attack/index.html>

<http://fyi.cnn.com/SPECIALS/2001/afghan.crisis/index.html>

<http://www.ciet.org/www/image/country/afghanistan.html>

A Helping Hand

1. What is America's Fund for Afghan Children? What are American children doing to raise money for this fund? How much money has the fund received so far? How has this fundraising initiative benefited American children and their families?
2. Refer students to the links below to learn more about America's Fund for Afghan Children, and why President Bush created this initiative. Then, challenge your students to organize a fundraising event to benefit Afghan children, and send the event's proceeds to America's Fund for Afghan Children.

LINKS:

<http://www.whitehouse.gov/afac/>

<http://www.whitehouse.gov/news/releases/2001/10/20011012-2.html>

"Generation X" War

1. How many Americans died during WWI and WWII? Who comprised the "Lost Generation"? Who are the "Baby Boomers"? What war defined the Baby Boomer generation?
2. What age group constitutes "Generation X"? Why are the September 11th attacks considered by many to be the defining moment for Generation X'ers? Do you agree with this assertion? Why or why not?
3. Ask each student to select a 20th century American generation. Then, have each student conduct research to write an essay in response to the following question: How has war, or lack of it, defined this generation of Americans? After students share their essays, ask them to compare the challenges that previous generations faced to the challenges that young Americans face today.

LINKS:

http://www.pbs.org/newshour/bb/asia/jan-june00/vietnam_4-5.html

<http://seniorliving.about.com/library/weekly/aa110600b.htm>

<http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/331450?op1=&st1=Lost+Generation&op2=&>

Space is the Place: Sally Ride Science Club

1. Who is Sally Ride? Why is she famous? What is the mission of the Sally Ride Science Club? Why does Ride's program focus on upper elementary and middle school students? Why do you think peer pressure causes many young girls to lose interest in math and science? What can young people and adults do to address this problem?

2. Challenge your students to learn more about women who have made a name for themselves in the fields of science or technology. The last three Web sites below may help students. Have each student select one of these women and profile her achievements in a written report. Discuss the obstacles each woman had to overcome to make her contribution to the scientific world.

LINKS:

<http://sallyrideclub.com/>

<http://www.imaginarylinesinc.com/>

<http://quest.arc.nasa.gov/women/WON.html>

http://research.umbc.edu/~korenman/wmst/links_sci.html

<http://crux.astr.ua.edu/4000WS/summary.shtml>

Olympic Torch

1. What is the Olympic torch relay? From what U.S. city did the Olympic torch begin its cross country journey? Who lit the torch? What will be the ultimate destination of the torch?
2. Who is Sam Shelton? Why was creating the Olympic torch a challenging task for Shelton? What is the theme of the 2002 Winter Olympic Games? How does the design of the torch reflect the theme of the 2002 Winter Olympics?
3. Refer students to multimedia resources, including the third Web site below, to learn about the history of the Olympic Games and the significance of the torch relay. Have students share their information and discuss.

LINKS:

http://sportsillustrated.cnn.com/olympics/2002/news/2001/12/04/torch_unitedstates_ap/

http://www.olympics.com/x/f/frame.htm?u=/news/slocmain_front.asp

<http://www.perseus.tufts.edu/Olympics/>

EDITOR'S NOTE:

Israeli-Palestinian conflict

post-Taliban government

Jalalabad

humanitarian aid

Afghan children

generation

Sally Ride

Olympic torch

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CNN NEWSROOM Guide

December 06, 2001

Is it time to re-enroll in CNN NEWSROOM? Call 1-800-344-6219. Or re-enroll online at:
<http://turnerlearning.com/newsroom/enroll.html>

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 05:35...06:15

- Afghan delegates finalize an agreement for an interim post-Taliban administration.
- News of the post-Taliban government agreement reaches Kabul.

Afghan Teen Teacher ... 03:40...09:55

CNN's Jason Bellini profiles an Afghan girl who defied the Taliban to teach English to her peers.

Our World ... 17:15...27:10

High school students talk about the aftermath of September 11th and the U.S.-led war against terrorism.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Rebuilding Afghanistan

1. What type of agreement did Afghan delegates reach at the meeting in Bonn, Germany? What are the components of the agreement? Why do you think it is important that Afghanistan's new government be ethnically and politically mixed? How many people will serve in Afghanistan's interim government? Why is it significant that an Afghan woman will serve as deputy chairperson?
2. How have the people of Kabul responded to the news of the agreement? Why might the Northern Alliance's old guard pose a challenge to Afghanistan's new interim government?
3. Inform students that, following the signing of the agreement, Britain's Foreign Secretary Jack Straw

said, "There is now much work to be done on the ground in Afghanistan to turn this agreement into the reality of a stable nation at peace with itself and the world." Have students discuss the meaning of Straw's statement and identify the challenges that lie ahead for Afghanistan's interim administration and for the people of Afghanistan.

4. What type of government existed in Afghanistan under the Taliban? Working in small groups, have students research the recent history of Afghanistan and the Taliban's rise to power. Then, have students look up the term "theocracy" and discuss its meaning. How does a theocracy differ from other political systems, such as a democracy or an aristocracy? After students share their findings, ask: Would you classify Afghanistan's political system under the Taliban as a theocracy? Why or why not? Challenge students to speculate about how life might be different for Afghans under the new broad-based democratic government.
5. Teachers: For a CNNfyi.com article and educational materials on the formation of a post-Taliban government in Afghanistan, please go to: <http://fyi.cnn.com/2001/fyi/news/11/26/afghan.talks/index.html>.

LINKS:

<http://fyi.cnn.com/2001/WORLD/europe/12/05/gen.bonn.talks/index.html>
<http://fyi.cnn.com/SPECIALS/2001/taliban/>
<http://www.cia.gov/cia/publications/factbook/geos/af.html>
<http://www.infoplease.com/ce6/history/A0813343.html>
<http://www.afghan-web.com/>

Afghan Teen Teacher

1. What types of changes have been taking place in Kabul since the Taliban lost control of the city? What was education like for Afghan boys and girls under the Taliban? Who is Sadika Almadi? What type of school did she run? What happened when the Taliban learned of her school? How does Sadika's life compare to that of a typical Afghan girl?
2. In the video, Jason Bellini states, "The expanding horizons of her (Sadika's) mind make it that much harder to accept society's expectations." Discuss the meaning and implications of this statement. What aspirations does Sadika have for her future? How could obtaining a college education help her to achieve these goals? What potential dilemmas might Sadika and her family face should Sadika pursue these goals? What do you think the future will hold for Sadika?
3. Direct groups of students to the Internet and other resources to learn more about the Taliban's treatment of women in Afghanistan. Share students' findings. Ask students to recall the meaning of the word "apartheid" and the country in which this policy of segregation was most recently practiced. Point out that some international observers have referred to the Taliban's treatment of Afghan women as "gender apartheid." Do students agree or disagree with this categorization? Discuss.

LINKS:

<http://www.usc.edu/dept/MSA/humanrelations/womeninislam/>
<http://www.time.com/time/world/article/0,8599,185651,00.html>
<http://asia.cnn.com/2001/WORLD/asiapcf/central/05/31/afghanistan.women/index.html>

Our World: Student Roundtable

1. What was the focus of the discussion led by CNN NEWSROOM's Michael McManus? Who participated in the discussion? What schools were these students from? What were the ethnic backgrounds of the students? What questions and issues did the students raise during the discussion?
2. Have you, or anyone you've known, been directly affected by the September 11th attacks or the U.S.-led war against terrorism? If so, explain. Has your life changed as a result of these events? Discuss.
3. Do you think a sense of normalcy has returned to the U.S. since September 11th? Explain. What is the purpose of terrorism? Why is it important that Americans remain alert and aware about potential terrorist activity? Do you feel safe in your community? Why or why not?
4. What is the goal of the U.S.-led war against terrorism? What is the status of this war? Why is the U.S. conducting strikes in Afghanistan? How are the U.S. attacks impacting Afghan civilians? Do you support the U.S. action in Afghanistan? Why or why not?
5. According to the students interviewed in the segment, what have been some of the positive outcomes of the terrorist attacks? Do you agree with their observations? Why or why not? Why do you think the attacks have made many Americans feel more patriotic? Challenge students to think of other positive outcomes from the attacks.
6. Hold an open discussion about the ideas and opinions expressed by the young people interviewed in the video segment. Allow your students ample opportunity to express their own views regarding the terrorist attacks and America's response to these attacks. Following the discussion, have your students write essays in response to the following question: What will you tell your children about the events surrounding the September 11th attacks? Ask students to address how their lives have changed since the attacks, the lessons they have learned from this crisis, and their hopes for the future. Have students share their essays with the class and discuss.

LINKS:

<http://www.cnn.com/SPECIALS/2001/trade.center/>

EDITOR'S NOTE:

Northern Alliance
interim government
Kabul
education
clandestine
terrorism
student forum
war

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CNN NEWSROOM Guide

December 07, 2001

Have you signed up for the CNN "Weekly Update for Educators?" Sign up at <http://fyi.cnn.com/fyi/updates/> and have information about current events sent directly to you from the desk of CNNfyi.com each Friday.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 01:20...01:30

Top Story ... 05:00...06:30

- The Taliban's supreme leader will surrender Kandahar on Friday.
- The first of the wounded U.S. soldiers receive treatment in Germany.
- Injured Taliban fighters allegedly receive aid at a Pakistani hospital.

Life After the Taliban ... 10:00...16:30

- Afghan booksellers are back in business.
- Many Afghans are eager to get satellite TV.
- The Kabul Zoo shows the scars of Afghanistan's political turmoil.

Web Site Information ... 00:45...17:15

Information on the CNN NEWSROOM Daily Classroom Guide

Student Bureau ... 02:45...20:00

Elementary school students create a quilt to commemorate U.S. veterans.

2001: A Year in Review: President Bush ... 06:50...26:50

President George W. Bush completes his first year in office.

CNN NEWSROOM CLOSE ... 01:10... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. What deal was struck yesterday regarding the surrender of Kandahar? Who is Hamid Karzai? What was his role in securing the surrender? Who is Mullah Mohammed Omar? What is the Bush administration's position on accepting amnesty for Omar? How might the surrender of Kandahar impact the outcome of the war?
2. What is the Purple Heart? How many American and opposition fighters were killed and injured as a result of the errant U.S. bomb that hit north of Kandahar? Where are the injured American soldiers receiving medical treatment? Discuss.
3. Where in Afghanistan are the latest U.S. bombing raids taking place? How are these attacks impacting Pakistan? How might these U.S. bombings impact future international relief efforts in the region? In your opinion, what should be done to address this problem?
4. What evidence suggests that injured Taliban fighters were treated at a Pakistani hospital? What is Pakistan's position and role in the U.S.-led war against terrorism? Why do you think the Pakistani hospital might have treated Taliban fighters?
5. Point out to students that Pakistan is the only nation that has a diplomatic relationship with the Taliban. Then, refer students to the last three links below and other resources to learn about the history of relations between Pakistan and the Taliban. Have students find out the status of this relationship, and why Pakistan continues to maintain ties with the Taliban. After students share their findings, ask: If it is proven that Pakistan is providing medical care to the Taliban, what, if anything, should the U.S. do in response to the situation? Discuss.

LINKS:

<http://fyi.cnn.com/2001/WORLD/asiapcf/central/12/06/ret.bombing.casualties/index.html>

<http://cnn.com/2001/WORLD/asiapcf/central/12/06/ret.kandahar.handover/index.html>

<http://fyi.cnn.com/2001/US/12/06/gen.war.against.terror/index.html>

<http://fyi.cnn.com/SPECIALS/2001/trade.center/war.room/>

<http://fyi.cnn.com/2001/fyi/news/09/20/backgrounder.afghanistan/index.html>

<http://fyi.cnn.com/SPECIALS/2001/trade.center/afghan.zoom.html>

<http://fyi.cnn.com/SPECIALS/2001/taliban/>

Life After the Taliban

1. What types of books were banned by the Taliban? Why do you think the Taliban banned so many books? What were the consequences for booksellers if they were caught selling banned books? Who is Shah Mohammed? Why do you think he chose to maintain his collection of banned printed material, in spite of the risks involved? Why is his collection so valuable? What will he do with his books if peace is restored in Afghanistan?
2. Why is book banning such a controversial issue? Point out to students that book banning has taken place in different countries, including the U.S. In the U.S., it has been argued that banning books is censorship of free speech and therefore a violation of the First Amendment. Challenge groups of students to research the First Amendment and both sides of the book banning issue. Does book banning violate the First Amendment? State your rationale.
3. Inform students that Afghanistan's new government will be creating a new constitution for Afghanistan. Then ask: Should Afghanistan's new constitution include a provision that protects free

speech? Why or why not? If so, what might the provision look like? Would it be similar to or different from the U.S. First Amendment? Discuss.

4. Why do many Afghans in Kabul want satellite TV? How is this technology impacting the lives of Afghans? At the end of the segment, CNN's Jason Bellini states, "Freedom is more fully realized here (in Afghanistan) with TV." Have students discuss the meaning of this statement.
5. Why did few people visit the Kabul Zoo while the Taliban were in power? What is the current state of the zoo? Describe the condition of the animals. What evidence suggests that some of the animals were traumatized? Why do you think someone would want to harm the animals? Who is Shar Aqa Omar? What is he doing to help the animals? Why does he do this work for free?
6. Ask each student to write an essay in response to the following two questions: What does it mean to have freedom? Does the definition of freedom mean the same thing in your country as it does in Afghanistan? Have students share their essays and discuss.

LINKS:

<http://cnn.com/2001/WORLD/asiapcf/central/11/26/ret.afghan.women/index.html>

<http://www.cia.gov/cia/publications/factbook/geos/af.html>

<http://www.infoplease.com/ce6/history/A0813343.html>

<http://www.afghan-web.com/politics/>

<http://www.law.emory.edu/FEDERAL/usconst.html#art-2Guide>

Student Bureau: Veteran's Day Quilt

1. What historic event took place 60 years ago today? What have students at the Washington State Elementary School created to commemorate this event? What inspired Laurel Hendrix to begin this project?
2. How has the symbolic meaning of the students' quilt evolved since the September 11th attacks? How has the quilt project helped U.S. veterans and their families in the wake of America's recent national tragedy?
3. Have students consult their texts and other resources to learn more about the attack on Pearl Harbor. Have students share their findings and discuss why President Franklin D. Roosevelt referred to the bombing of Pearl Harbor as "a date which will live in infamy."

Then, have students interview a person who remembers the bombing of Pearl Harbor and ask them to compare this infamous event to the September 11th attacks. Students should ask the following questions of their interviewees:

1. How old were you on December 7, 1941?
2. What were you doing when you learned about the bombing of Pearl Harbor?
3. What was your reaction to the news of this event?
4. How did you feel about America's involvement in WWII?
5. What were you doing when news of the September 11th attacks broke?
6. What was your reaction to this news?
7. How do the September 11th attacks compare to the attacks on Pearl Harbor?
8. What is your opinion of the U.S.-led war against terrorism?

Have students write essays that summarize their findings and share their essays with the class.

LINKS:

<http://www.heraldnet.com/Stories/01/11/12/14691737.cfm?cityid=18>

<http://www.execpc.com/~dschaaf/mainmenu.html>

<http://bcn.boulder.co.us/government/national/speeches/spch2.html>

2001: A Year in Review: President Bush

1. What types of challenges has President George W. Bush faced since he assumed office? According to the video, what has been the defining moment of Mr. Bush's presidency? Do you agree? Why or why not?
2. Why was the 2000 U.S. presidential election controversial? What was Bush's first major test in office? What major accomplishments did Bush achieve early in his presidency? How did the defection of Sen. James Jeffords impact the balance of power in the U.S. Senate and the leadership ability of the GOP?
3. How have the terrorist attacks against the U.S. impacted the priorities of the Bush administration and Mr. Bush's presidency? What was your opinion of Bush prior to September 11th? Has your view of Bush changed since the terrorist attacks? Explain. What challenges does Bush face in the months to come? Do you think the president will be able to meet these challenges? Discuss.
4. Teachers: For a CNNfyi.com lesson plan on this topic, please visit the following Web site:
<http://fyi.cnn.com/2001/fyi/lesson.plans/12/06/bush.yir/>

LINKS:

<http://fyi.cnn.com/SPECIALS/2001/bush.100/>

<http://fyi.cnn.com/fyi/interactive/specials/inauguration/index.html>

<http://www.whitehouse.gov/>

<http://www.cyberlearning-world.com/nhhs/staff/ppt/president/>

EDITOR'S NOTE:

surrender

Kandahar

Pakistan

Taliban

book banning

satellite TV

freedom

President George W. Bush

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CNN NEWSROOM Guide

December 10, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:50...01:00

Top Story ... 05:30...06:30

-New evidence points to Osama bin Laden in the Sept. 11th attacks.

-For now, chaos rules in Kandahar.

-Afghans flee in fear of uncertain political times.

John Walker ... 02:40...09:10

U.S. military officials are getting information from an American detainee.

Web Site Information ... 00:45...09:55

Information on the CNN NEWSROOM Daily Classroom Guide

Our World ... 17:15...27:10

Teachers: The following is an encore presentation of a story that aired on Dec. 6, 2001.

High school students talk about the aftermath of Sept. 11th and the U.S.-led war against terrorism.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Afghanistan Update

1. What new evidence further implicates Osama bin Laden as the mastermind behind the September 11th attacks? According to Vice President Cheney, what does bin Laden say on the videotape? Where do U.S. military officials now believe bin Laden is hiding?

2. How would you describe the current political situation in Kandahar? What does the word "chaos" mean? What is the source of this chaos in Kandahar? Who is the head of Afghanistan's interim government? What are his views on the future of Afghanistan? What is "warlordism"? What do you think Hamid Karzai means when he says, "Warlordism must finish. If it doesn't finish, Afghanistan will not be made and terrorism will come back"? Why is it significant that the meeting of Kandahar's leaders took place at the ruins of Mullah Mohammed Omar's house?
3. Why are some Afghans continuing to try to cross the border into Pakistan? How are the Pakistani border guards responding? In what nearby town did Afghan tribal leaders recently gather to discuss their nation's future? As tribal leaders ponder Afghanistan's future, what are former members of the Taliban doing? Do you think former Taliban supporters should have a say in Afghanistan's future? Why or why not?
4. Teachers: For additional CNNfyi.com articles and discussion questions on these stories, please go to:
<http://fyi.cnn.com/2001/fyi/news/12/05/bonn.talks/index.html> and
<http://fyi.cnn.com/2001/fyi/news/12/07/fall.taliban/index.html>.

LINKS:

<http://fyi.cnn.com/2001/US/12/09/gen.war.against.terror/index.html>

<http://www.afghan-info.com/Ethnicist.htm>

<http://usgovinfo.about.com/library/weekly/aa120501a.htm>

John Walker

1. Who is John Walker? Why is he being held by American authorities? Has he been cooperative with the authorities? According to the video, what has he told them so far? How could the extent of his cooperation have a bearing on his future? To whom will Walker likely be turned over?
2. For what crimes could John Walker be prosecuted by the U.S. Department of Justice? What are the penalties for committing these crimes? What does a new Newsweek poll indicate about Americans' feelings toward Walker? How do Senators John McCain and Harry Reid differ in their opinions of Walker? What "complications" do defense attorneys cite in Walker's possible prosecution for crimes such as treason? Why do you think CNN correspondent Kathleen Koch refers to this as a "high profile" case?
3. Refer students back to the video and the debate over whether or not John Walker should be charged with treason. Ask students if they know what treason is. Have them consult copies of the U.S. Constitution in their texts or online to see how many times treason is mentioned and how it is explained. Have students share their findings in class discussion. According to the Constitution, what is treason? Who has the power to determine the punishment for treason? Why do students think the framers of the Constitution specifically mentioned this crime and provided for its punishment in the document that was to be the supreme law of the land?

LINKS:

<http://www.law.emory.edu/FEDERAL/usconst.html>

<http://fyi.cnn.com/2001/WORLD/asiapcf/central/12/09/ret.afghan.walker/index.html>

Our World: Student Roundtable

1. What was the focus of the discussion led by CNN NEWSROOM's Michael McManus? Who participated in the discussion? What schools were these students from? What were the ethnic backgrounds of the students? What questions and issues did the students raise during the discussion?
2. Have you, or anyone you've known, been directly affected by the September 11th attacks or the U.S.-led war against terrorism? If so, explain. Has your life changed as a result of these events? Discuss.
3. Do you think a sense of normalcy has returned to the U.S. since September 11th? Explain. What is the purpose of terrorism? Why is it important that Americans remain alert and aware about potential terrorist activity? Do you feel safe in your community? Why or why not?
4. What is the goal of the U.S.-led war against terrorism? What is the status of this war? Why is the U.S. conducting strikes in Afghanistan? How are the U.S. attacks impacting Afghan civilians? Do you support the U.S. action in Afghanistan? Why or why not?
5. According to the students interviewed in the segment, what have been some of the positive outcomes of the terrorist attacks? Do you agree with their observations? Why or why not? Why do you think the attacks have made many Americans feel more patriotic? Challenge students to think of other positive outcomes from the attacks.
6. Hold an open discussion about the ideas and opinions expressed by the young people interviewed in the video segment. Allow your students ample opportunity to express their own views regarding the terrorist attacks and America's response to these attacks. Following the discussion, have your students write essays in response to the following question: What will you tell your children about the events surrounding the September 11th attacks? Ask students to address how their lives have changed since the attacks, the lessons they have learned from this crisis, and their hopes for the future. Have students share their essays with the class and discuss.

LINKS:

<http://www.cnn.com/SPECIALS/2001/trade.center/>

EDITOR'S NOTE:

Osama bin Laden
Kandahar
chaos
Taliban
John Walker
treason
student forum
terrorism

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CNN NEWSROOM Guide

December 11, 2001

Have information about current events sent directly to you from CNN.com each Friday. Sign up at <http://fvi.cnn.com/fvi/updates/>.

CNN Newsroom's series on 2001: THE YEAR IN REVIEW continues this Friday with a look back at 9/11.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:50...01:00

Top Story ... 05:30...06:30

- Anti-Taliban forces close in on al Qaeda positions.
- The work is just beginning for Kandahar's new leadership.

Going Home ... 05:45...12:15

- The UNHCR helps displaced Afghans return to normal lives. -An Afghan exile returns, twenty years later.

The Reunion ... 04:10...16:25

- One high school's reunion takes on special significance this year.

Ask CNN ... 01:30...17:55

- How does the U.N. determine the dues each country pays?

Nobel Peace Prize/Nation Building ... 07:10...25:05

- U.N. Secretary-General Kofi Annan accepts the Nobel Peace Prize.
(*Teachers: You may want to preview this second story for disturbing images.*) -CNN's Garrick Utley looks at the U.N.'s role in nation building.

G.I. Joe Returns ... 02:30...27:35

- America's favorite toy soldier is in big demand again.

CNN NEWSROOM CLOSE ... 00:25... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN**SPECIAL REPORT****Top Story: Afghanistan Update**

1. How has President Bush reacted to the videotape that reportedly shows Osama bin Laden bragging about the September 11th attacks? Do you agree with President Bush when he says that bin Laden "represents the worst of civilization"? Explain.
2. Where is Tora Bora? What is happening there? What is "tenacity"? According to the Eastern Alliance commanders, why are the al Qaeda forces so tenacious? What evidence suggests that Osama bin Laden might be in this area?
3. Why was the Kandahar governor's office neglected in years past? Who is the newly appointed governor of Kandahar? What gesture by the new governor aims to build support for him among the locals? What dangers still exist in Kandahar?

LINKS:

<http://fyi.cnn.com/2001/US/12/10/gen.war.against.terror/index.html>

<http://fyi.cnn.com/2001/WORLD/asiapcf/central/12/10/ret.afghan.attacks/index.html>

Going Home

1. According to the video, what percentage of Afghanistan's population is internally displaced? What does "internally displaced" mean? How many Afghans are living as refugees in Iran and Pakistan? What organization is trying to help these people come back to their places of origin?
2. What are the UNHCR and other organizations doing to help Afghanistan's displaced people? To what extent are humanitarian agencies limited in the amount of help they can offer? How will the "context of the new environment" in Afghanistan allow the country's citizens to stay there for the long-term?
3. Who is Abdul Samandar? When and why did he leave Kabul? Where has he been living for the past twenty years? How did he manage to get on the flight to Afghanistan? Who else was on this flight? What did Samandar tell the journalists about his feelings on this trip home? How did Samandar react when the plane landed? How do you think you might react if you were returning to your country after twenty years in exile?
4. Inform your students that the UNHCR was established over fifty years ago, yet it is an organization that seldom gets a great deal of attention. Direct your students to the Web sites below to learn more about the UNHCR and its mission. Discuss the commission's work in Afghanistan and the challenges it faces there.

LINKS:

<http://www.unhcr.ch/cgi-bin/texis/vtx/home>

<http://www.unhcr.ch/cgi-bin/texis/vtx/afghan>

Nobel Peace Prize/Nation Building

1. Who is Kofi Annan? What prestigious award did he and his organization just receive? For how long

has he worked for the United Nations? What American official helped Annan become secretary-general? What are some of Annan's accomplishments as the leader of the U.N.?

2. In the video, British Ambassador Jeremy Greenstock says of Kofi Annan, "This man is not a politician, he is a U.N. servant." What do you think he means? How would you describe Kofi Annan's leadership style? To what degree do you think his style helps him to get things done on behalf of the United Nations?
3. What is nation building? What organization has the job of nation building? Why do you think Garrick Utley refers to the process as "re-building"? What country offers the U.N. its current nation building challenge? In what other country did the U.N. face competing warlords as it tried to engineer peace? How has the experience in Afghanistan been different so far?
4. What role will international troops play in Afghanistan's re-building? What is the rule of law? Why do you think it is so important that the rule of law be restored in Afghanistan? In the video we hear that "We have learned not to try to construct a perfect country..." In your opinion, is there a "perfect country"? Explain. Do you think there is a "one size fits all" pattern for nation building? Explain. Why do you think it is difficult for some countries to emulate political systems of more stable countries?
5. In what other peacekeeping and nation building efforts has the United Nations been involved? Direct your students to the Internet and other resources to learn more about the U.N. and its nation building. Divide the class into groups. Have each group select one country or region in which the U.N. was involved after a conflict and conduct research to learn more about this effort and results, or, if the effort is still in progress, the challenges the U.N. faces there. Have each group make a formal presentation of its findings. Challenge each student to write an essay in response to the question: What lessons from previous nation building can be applied to the situation in Afghanistan?
6. Teachers: For a CNNfyi.com article and discussion questions on this story, please go to:
<http://fyi.cnn.com/2001/fyi/news/12/10/nobel.prize/index.html>.

LINKS:

<http://www.un.org/>
<http://www.un.org/News/ossg/sg/index.shtml>
http://www.un.org/Depts/dpko/dpko/home_bottom.htm
<http://www.un.org/Pubs/CyberSchoolBus/>

G.I. Joe Returns

1. What is G.I. Joe? When was this toy first introduced, and by what company? What events have led to the rise and fall of G.I. Joe sales? What new type of G.I. Joe is popular now? Who is buying the more expensive versions of this action figure? Why?
2. Point out to students that consumer demand for a particular item is often influenced by current events. Ask students to make a list of items that are currently popular among consumers as a result of the September 11th attacks. Students might want to consider, for example, personal safety products, patriotic products, and home theater equipment (as consumers engage in what market experts call "cocooning," or staying home.) Share student lists. Discuss the impact of the events of this past year on consumer preference this holiday season. What kinds of toys do students think will sell the most this season? Why? Discuss.

LINKS:

<http://www.gijoe.com/>

EDITOR'S NOTE:

Tora Bora
Osama bin Laden
al Qaeda
UNHCR
exile
Kofi Annan
nation building
G.I. Joe

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December 12, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:50...01:00

Top Story ... 08:10...09:10

- The U.S. attorney general issues the first indictment against the terrorists of Sept. 11th.
- Who is Zacarias Moussaoui?

Rebuilding Afghanistan ... 05:10...14:20

- Afghans lay the groundwork for a new government.
- Afghan organizations discuss plans for rebuilding their country.

Ask CNN ... 01:20...15:40

How dangerous is it to report from the frontlines in Afghanistan?

Nightly News ... 03:00...18:40

A veteran newscaster breaks five years of silence for Afghanistan's women.

Web Site Information ... 00:45...19:25

Information on the CNN NEWSROOM Daily Classroom Guide

Faith After 9/11 ... 03:05...22:30

Have Americans become more spiritual since Sept. 11th?

Memorials ... 05:00...27:30

People around the world stop to remember the victims of Sept. 11th.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Targeting Terrorism

1. Who is the first person to be indicted by the U.S. government for his role in the Sept. 11th attacks? With what crimes is he charged? What other individuals have been listed as unindicted co-conspirators? What does "conspiracy" mean?
2. Who is Zacarias Moussaoui? Where was he during the September 11th attacks? Why did the French government have a file on him as far back as 1994? What do we know of Moussaoui's early years and personal life? Why did he leave his family and move to London? What changes in his appearance and behavior did friends notice about him there? Why was Moussaoui eventually asked to leave the Brixton Mosque?
3. To what countries did Zacarias Moussaoui travel while he lived in London? Why wasn't he an "active target" for investigators in Paris or London? Why did French authorities become interested in Moussaoui again in April, 2000? How did he again change his appearance? When did he appear in the U.S.? What was he doing in Oklahoma? What evidence directly links him with hijacker Mohammed Atta? What does the letter to his mother reveal about Moussaoui's view of what is happening to him?

LINKS:

<http://fyi.cnn.com/2001/US/12/11/inv.terror.arrest/index.html>

<http://fyi.cnn.com/2001/WORLD/europe/12/06/gen.moussaoui.background/index.html>

Rebuilding Afghanistan

1. When will the new interim government be installed in Afghanistan? What role will the international community play in the security of the new Afghanistan? Who is Abdul? Why are people lining up to see him? How is Abdul contributing to the formation of a new Afghan government?
2. What is the general feeling among citizens in Kabul regarding their political and economic future? Why are many worried that the factions in the new government will not stick together? For how long has Kabul experienced political instability?
3. Where are representatives of 27 Afghan non-governmental organizations meeting? What is the goal of this meeting? How does one participant describe the streets of Kabul? What problems challenge the rebuilding of Afghanistan?
4. One participant to this conference speaks of a "sustainable solution" to Afghanistan's rebuilding problems. What does this mean? After the Taliban, the al Qaeda network and Osama bin Laden are gone, do you think the international community will be interested in sustaining support for the rebuilding of Afghanistan? Why or why not?
5. Remind students of this quote from the video, "It is always much easier to fight a war than to rebuild a country." Challenge students to find evidence that supports or refutes this statement. Then, have each student write an essay in response to the question: What will present the bigger challenge, winning the war in Afghanistan or rebuilding the country?

LINKS:

<http://europe.cnn.com/2001/WORLD/asiapcf/central/11/20/gen.afghan.reconstruction/>

<http://www.japantimes.co.jp/cgi-bin/geted.pl5?ed20011201a1.htm>

http://www.economist.com/agenda/displayStory.cfm?Story_ID=873218

Nightly News

1. Who was the first person to announce the Taliban's exit from Kabul? Why was Jamila Mojahid scared as she made this announcement on the radio? Describe the living conditions she and her family endured for the past five years. Why are international journalists now visiting her home?
2. What is a burqa? Does Mojahid still wear one? Why? Why is this somewhat ironic? Besides her two radio broadcasts, what else does Jamila Mojahid do to inform the people of Afghanistan? Why do you think she anchors the television news "face uncovered"?
3. Refer students back to what they have learned from previous CNN NEWSROOM broadcasts, and review the oppressive measures Afghan women faced under Taliban rule. Ask students to put themselves in the place of Jamila Mojahid: How could she use her presence among Afghans to lobby for women's rights? Have each student, acting as Jamila Mojahid, write a letter to the leaders of Afghanistan's interim government with her recommendations for the treatment of women under the new leadership.

LINKS:

http://www.kings.edu/womens_history/taliba.html

<http://www.afghan-info.com/>

Faith After 9/11

1. According to the video, how did many people react to the events of September 11th? Did you react the same way? Explain. How was church attendance in the U.S. impacted by the terrorist attacks? Did the religious renewal last? Explain.
2. How do some historians account for Americans' rapid return to their regular routine? Who is Lisa Jefferson? How does her experience support the view that "prayer is part of the national character"? Putting polls and church attendance aside, how does one Catholic cardinal in the video see evidence of "spiritual renewal" in the U.S.?
3. In the video, we hear that Americans "are so deeply entrenched in consumerism and individualism and find our meaning there." Do you agree or disagree with this statement? State your rationale.

Memorials

1. What images and words from yesterday's memorials made the greatest impression on you? Why? How do you feel now, three months later, when you think of the terrorist attacks? Do you feel that Americans are progressing in the healing process? Explain. Some people are promoting the idea that September 11th should be designated as a national day of remembrance, when businesses and public buildings would be closed. What do you think of this idea?

LINKS:

<http://fyi.cnn.com/2001/US/12/11/rec.sept11.remembrances/index.html>

<http://fyi.cnn.com/SPECIALS/2001/memorial/>

EDITOR'S NOTE:

indictment
Zacarias Moussaoui
conspiracy
envoy
sustainable
news anchor
spiritual renewal
consumerism

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CNN NEWSROOM Guide

December 13, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:50...01:00

Top Story ... 04:30...05:30

-A U.S. bomber crew is safe after its plane crashes into the Indian Ocean.

-Atty. Gen. Ashcroft cites the importance of international cooperation in the war on terrorism.

Afghanistan's New Government ... 11:25...16:55

-Not everyone in Kabul is happy with the interim government.

-CNN's Christiane Amanpour interviews the man who will lead Afghanistan.

Our World ... 08:05...25:00

A young man from Pakistan fights persecution with patriotism.

Revived Statue ... 02:30...27:30

CNN's Jeanne Moos tells the story of a bronze survivor at Ground Zero.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. Locate the island of Diego Garcia on a world map. What happened to a U.S. B-1 bomber that left this island Wednesday? What happened to the plane's crew? How was the crew located and rescued? How did Captain William Steele, the plane's pilot, describe the experience of ejecting from the plane?

2. Where is U.S. Attorney General John Ashcroft? Why is he thanking British officials? Why are some European nations that support the war on terrorism reluctant to extradite some suspects to the U.S.? How did Ashcroft respond to the possibility of guaranteeing no death penalty in exchange for extradition?
3. Which European nations appear to be hesitating in the fight against terrorism? Besides the death penalty issue, what other issue causes them concern? What did Attorney General Ashcroft say in response to those who oppose trial by military tribunal? Why do you think Ashcroft cited cooperation between the U.S. and U.K. as a "model of how the battle against terrorism should be fought"?

LINKS:

<http://fyi.cnn.com/2001/US/12/12/gen.war.against.terror/index.html>

<http://fyi.cnn.com/2001/WORLD/europe/12/12/gen.ashcroft.blunkett/index.html>

Afghanistan's New Government

1. Why does Afghanistan's new interior minister believe that forming a new government won't be an easy task? When does Afghanistan's interim government assume power? According to the video, what is the key to a smooth power transition in Afghanistan? What role might international troops play there? Why are some Afghan leaders worried about an international peacekeeping presence in their country?
2. Who is Hamid Karzai? How does he view his task as leader of Afghanistan's interim government? Why is he optimistic about Afghanistan's prospects for peace and prosperity? Why did Karzai return to Afghanistan after the assassination of another prominent anti-Taliban leader? How did Karzai get back to Afghanistan?
3. What happened when Karzai asked the U.S. for help? What did he need to help fight the Taliban? What motivates Karzai today? Although others have tried and failed to create a peaceful Afghanistan, why does he believe this attempt will be different? How does he distinguish between the two types of foreigners who are currently in Afghanistan?
4. In his conversation with Christiane Amanpour, Hamid Karzai refers to his desire to improve the quality of life for his people. Generate a class discussion about those things that constitute one's quality of life. Then, divide the class into small groups. Have groups conduct research to learn more about life in Afghanistan over the past twenty years and the conditions under which most Afghans have lived. Challenge each group to use what it has learned to draft Mr. Karzai's first speech as interim leader of Afghanistan, in which he lays out his plan for a better quality of life for the Afghan people.

LINKS:

<http://fyi.cnn.com/2001/WORLD/asiapcf/central/12/12/ret.amanpour.otsc/index.html>

Our World: Patriotic Pakistani

1. How old is Jibran Shermohammed? Where was he born? Where does he live now? How have the events of September 11th affected him? How did he decide to respond to the treatment he received?
2. What did Jibran and his friends decide they would do to raise money for the victims of the terrorist attacks? How much money were they trying to raise? Did they make their goal? Explain. What do

Jibran's parents have to say about his effort?

3. For what special honor has Jibran been chosen? What is the TRUST team? How was the TRUST program put to an immediate test at Jibran's school? How did Jibran react to news of the terrorist attacks? Why is he angry? To what goal is he now more committed?
4. In the video, we hear this statement: "Perhaps students here are learning another lesson. When it comes to patriotism, citizenship is in the heart." What do you think this means? What does the flag mean to Jibran? Why do you think he includes "tolerance" in his list? What does the flag mean to you? Has its meaning for you changed since September 11th? Explain.
5. Teachers: You may want to check out "What is Freedom?" from Riverdeep.net. Go to:
http://riverdeep.net/current/2001/06/062501_m_freedom.jhtml.

LINKS:

<http://government.about.com/library/weekly/aa092201a.htm>

<http://usinfo.state.gov/usa/islam/fact2.htm>

<http://www.cie.org/>

<http://www.iiic.net/>

Revived Statue

1. Describe the statue seen in the video. By what name is this statue known? What did Double Check look like on September 11th? What do you think of the photograph of Double Check taken after the attacks? How did rescue workers soon make a "shrine" out of the statue?
2. Who created this statue? What did J. Seward Johnson think when he saw the statue weeks after the attacks? What does Johnson plan to do to the statue? What does Double Check remind him of? Why do you think Jeanne Moos compares Double Check to the ancient Buddha statues of Afghanistan?
3. If Double Check could talk, what do students think he would say? Challenge each student to write a monologue for Double Check. Have students share their papers with the class.

LINKS:

<http://www.sewardjohnson.com/>

EDITOR'S NOTE:

B-1 bomber
Indian Ocean
John Ashcroft
extradition
Hamid Karzai
Islam
patriotism
Double Check

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December 14, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 01:10...01:20

Top Story ... 06:30...07:50

- U.S. officials release the videotape implicating Osama bin Laden in the Sept. 11th attacks.
- Reactions to the videotape vary.
- What happens if Osama bin Laden is found?

Ask CNN ... 01:30...09:20

How does the U.S. military organize its forces?

America Strikes Back ... 05:05...14:25

- Experts believe capturing al Qaeda leaders may lead to the demise of terrorism.
- CNN's Christiane Amanpour tours an abandoned terrorist training camp.

Counting the Cost ... 02:30...16:55

Financially speaking, this war has been less costly than most.

In the Headlines ... 02:30...19:25

Pres. Bush announces U.S. withdrawal from the ABM Treaty.

2001: The Year in Review: Sept. 11th ... 07:45...27:10

CNN's Joel Hochmuth and Aaron Brown review the events of Sept. 11th.

CNN NEWSROOM CLOSE ... 00:50... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Videotape Evidence

1. Who is seen on the videotape released yesterday by the White House? How did American officials secure this tape? What are some of the things Osama bin Laden says that demonstrate he had advance knowledge of the September 11th attacks? What other evidence from the video tape incriminates him? How would you describe the mood of bin Laden and the others seen in the video when they discuss the attacks? Why are some U.S. lawmakers calling this videotape a "smoking gun"?
2. Summarize some of the reactions to this videotape, both in the U.S. and throughout the Muslim world. What is the "public line" coming from the White House? What are White House officials hoping this videotape will do? When did President Bush first see the tape? On what conditions did he agree to make it public? Why isn't the United States "pushing" this video around the world? What did you think of what you saw on this tape?
3. According to President Bush, what will happen once Osama bin Laden is captured or killed? According to the polls, are Americans committed to a long-term war against terrorism? How does CNN's Bill Schneider compare what is happening now to what happened in the U.S. at the end of the Gulf War? Why might Americans be split over continuing the war on terrorism once bin Laden and al Qaeda are no longer a threat? Why, according to Bill Schneider, was it "easy" to mobilize Americans against bin Laden? How is mobilization against Saddam Hussein a different issue?
4. Ask students: Do you support an extended war on terrorism? How do you think most adults you know feel about this possibility? Divide the class into small group. Have groups survey adults they know to find out whether they would support U.S. government action in other countries that sponsor terrorism, such as Iraq and Sudan. Have groups report their findings. Do students agree or disagree with Bill Schneider, who believes Americans will be "split" over a continuation of the war? Discuss.

LINKS:

<http://www.cnn.com/2001/US/12/13/tape.transcript/>

<http://fyi.cnn.com/2001/US/12/13/ret.bin.laden.videotape/>

America Strikes Back

1. Where in Afghanistan has the U.S. beefed up its military muscle? What orders do these forces have regarding Osama bin Laden and other al Qaeda leaders? Why does the U.S. see the capture of these leaders as key to winning the war on terrorism? What conflicting reports exist regarding the whereabouts of Osama bin Laden? What incentives are being offered by the Pentagon for the capture of bin Laden and other individuals? Why are Pentagon officials disturbed by references to Saudi clerics on the bin Laden videotape?
2. What kinds of training equipment have been left behind at Osama bin Laden's terrorist training camp? What does Christiane Amanpour mean when she calls this training "unsophisticated"? What information was found in the training manuals at this camp? What clues do you think U.S. and British Special Forces have been able to gather from this abandoned site?
3. Teachers: For a CNNfyi.com backgrounder on Osama bin Laden and al Qaeda, go to:
<http://fyi.cnn.com/2001/fyi/news/12/12/bin.laden/index.html>.

LINKS:

<http://www.cnn.com/SPECIALS/2001/binladen/>
<http://www.fbi.gov/mostwanted/topten/fugitives/laden.htm>
<http://www.pbs.org/wgbh/pages/frontline/shows/binladen/>
http://news.bbc.co.uk/1/hi/english/world/south_asia/newsid_155000/155236.stm

Counting the Cost

1. Relatively speaking, how does the cost of Operation Enduring Freedom compare to that of other military operations? How is distance a cost factor in this operation? What percentage of weapons in this war have been "smart" ones? How does this number compare to the percentage of smart weapons used in Operation Desert Storm?
2. Point out to students that, in World War II, the U.S. spent 40% of its GDP (Gross Domestic Product) on the military. Today, about 3% of GDP is going to the military, and only a fraction of that is being spent on Afghanistan. Military analysts point to this war as being cost-effective. Ask students what this means. If they are unfamiliar with this term, have them consult their texts or other resources and discuss their findings. What is the difference between a service that is inexpensive and one that is cost-effective? Discuss.

LINKS:

<http://www.navy.mil/>
<http://www.goarmy.com/>
<http://www.marines.com/>
<http://www.af.mil/>

In the Headlines: ABM Treaty Withdrawal

1. What announcement regarding the Anti-Ballistic Missile Treaty did President Bush make yesterday? Why does the president believe that withdrawing from this treaty is in the United States' best interest? What other nation is a party to this treaty? Who is Russia's current president? How does he feel about the U.S. withdrawal?
2. When and by whom was the ABM Treaty negotiated? State the reasons why some are critical of President Bush's decision to withdraw from this treaty.
3. In making his announcement yesterday, President Bush said, "The 1972 ABM Treaty was signed by the United States and the Soviet Union at a much different time, in a vastly different world." Challenge students, working in groups, to learn more about the setting in which this treaty was negotiated and share their findings. To what extent is the current global situation "a vastly different world"? Discuss.

LINKS:

<http://fyi.cnn.com/2001/ALLPOLITICS/12/13/rec.bush.abm/index.html>
<http://www.state.gov/www/global/arms/treaties/abmpage.html>
http://www.fas.org/spp/eprint/cfr_nc_4.htm

2001: The Year in Review: Sept. 11th

1. Who is Aaron Brown? Where was he when the first plane hit the World Trade Center? What other events soon followed? How did the Federal Aviation Administration immediately respond once it was

established that these were acts of terror?

2. Why do you think it never occurred to Aaron Brown that the WTC towers would collapse? What did you think as you watched or heard about their collapse? How did Brown react? How did he define his job as it related to what was happening that day?
3. How did fears of further attacks affect President Bush's schedule on September 11th? What did the president do once he returned to Washington? What did you think when he spoke of defending "freedom and all that is good"? How did the president's speech affect you?
4. What emotions do you experience now, as you watch stories about the events of September 11th? Do the images and accounts affect you the same way they did the day the attacks took place? Explain. What will you remember most about that day? What will you tell your grandchildren about it? Have you learned anything from this tragedy? Explain. Do you think Americans, as a nation and as a people, have changed as a result of the attacks? If so, how?
5. Teachers: For a CNNfyi.com article on this story, please visit:
<http://fyi.cnn.com/2001/fyi/news/12/13/sept.11.overview/>.
For an archive of educational materials, including CNN Newsroom Daily Guides and CNNfyi.com lesson plans since September 11th, please go to:
<http://turnerlearning.com/newsroom/specials.html>.

LINKS:

<http://www.cnn.com/SPECIALS/2001/trade.center/>

EDITOR'S NOTE:

Osama bin Laden
al Qaeda
intelligence
Gulf War
terrorist cell
cost-effective
ABM Treaty
September 11, 2001

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CNN NEWSROOM Guide

December 17, 2001

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 04:40...05:20

- Eastern Alliance commanders claim that most al Qaeda fighters have fled Tora Bora.
- Three U.S. Marines are hurt in a mine-clearing operation at the Kandahar airport.

Pre-empt Notice ... 00:00...05:20

The remaining portion of CNN Newsroom was pre-empted to cover breaking news.

CNN NEWSROOM CLOSE ... 00:00... 05:20

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. According to Eastern Alliance commanders, what is the status of the fighting near Tora Bora? How many of the al Qaeda fighters that were thought to have been in the mountains near Tora Bora have been accounted for? Where are the remainder of these fighters thought to be heading?
2. How many U.S. Marines were injured in the mine-clearing operation at the Kandahar airport? Why is this airport strategically important? When were mines first laid at the Kandahar airport? What weapons did the Taliban and al Qaeda fighters leave behind when they fled the airport? What challenges do U.S. military personnel face in securing the airport?

LINKS:

<http://fyi.cnn.com/2001/US/12/16/gen.war.against.terror/index.html>

<http://cnn.com/2001/WORLD/asiapcf/central/12/16/ret.chinoy.otsc/index.html>

<http://fyi.cnn.com/SPECIALS/2001/trade.center/on.the.scene/index.html>

EDITOR'S NOTE:

al Qaeda

landmine

Donald Rumsfeld

civil liberties

free speech

First Amendment

air travel

satellite delay

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----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 05:50...06:30

-The U.S. Embassy opens in Kabul.

-U.S. Defense Secretary Donald Rumsfeld visits Brussels, Belgium.

Ask CNN ... 01:25...07:55

How does the U.S. government decide what information it will disclose to the public?

Duration of War ... 02:15...10:10

How long will the U.S.-led war against terrorism last?

Civil Liberties ... 03:00...13:10

Americans have been concerned about civil liberties during times of war.

Freedom of Speech ... 06:00...19:10

Some people are paying a high price for things they said after the terrorist attacks.

Web Site Information ... 00:45...19:55

Information on the CNN NEWSROOM Daily Classroom Guide

Holiday Travel ... 03:25...23:20

CNN Newsroom's Michael McManus offers tips for flying during the holidays.

Satellite Follies ... 03:55...27:15

Satellite delays can impact the quality of TV broadcasts.

CNN NEWSROOM CLOSE ... 00:45... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. What event recently took place at the U.S. Embassy in Kabul? Why was this event historically significant? When did the U.S. last occupy the embassy in Kabul?
2. What is the mission of the international coalition in Afghanistan? What role will the U.S. play in establishing Afghanistan's new interim government?
3. Why is U.S. Defense Secretary Donald Rumsfeld visiting Brussels, Belgium? What words of caution did Rumsfeld issue regarding the war against terrorism? What is the status of the U.S.-led action in the White Mountains near Tora Bora? According to Rumsfeld, what is known about Osama bin Laden's whereabouts? Why does bin Laden remain such an elusive target? How would the U.S. respond if it found out that opposition groups helped the Taliban or al Qaeda leaders escape?
4. Teachers: For an article and lesson plan on the U.S. reestablishing its official diplomatic presence in Afghanistan, visit the following CNNfyi.com Web site:
<http://fyi.cnn.com/2001/fyi/news/12/17/us.embassy.kabul/index.html>.

LINKS:

<http://cnn.com/2001/WORLD/asiapcf/central/12/16/ret.afghan.rumsfeld/index.html>
<http://www.defenselink.mil/>
<http://www.nato.int/docu/update/2001/1217/e1218a.htm>

Duration of War

1. According to some scholars, how long will the U.S.-led war against terrorism last? What was the Cold War? What analogies are experts drawing between the Cold War and the war against terrorism? What headway has the U.S. made in terms of undermining the ideological underpinnings of al Qaeda? If the war does last as long as the Cold War, what are the economic implications?
2. Remind students that, according to the video, the Cold War and the war against terrorism are similar because both have been "fought not over territory, but over ideological differences." Have students discuss the meaning of this statement. Then, refer students to their texts, and the links below, to learn about the ideologies that were fought over in the Cold War and the ideologies that are being fought over in the war against terrorism. Have students compare and contrast their findings.

EXTENSION: Some might argue that, in addition to ideological differences, the Cold war was also fought over territory. Have students conduct additional research on this issue. Then, have students write position papers about whether or not they agree that "the Cold War was fought not over territory, but over ideological differences."

LINKS:

<http://turnerlearning.com./cnn/coldwar/>

<http://www.cnn.com/SPECIALS/2001/trade.center/>

Civil Liberties

1. What evidence suggests that Americans have been concerned about civil liberties during times of war? What does the term "sedition" mean? What sedition laws have been enacted in the U.S. during times of war? Why were these laws controversial? What is the "writ of habeas corpus"? Do you think this writ should be upheld during times of war? Why or why not?
2. What did the United States government do to more than 100,000 Japanese-Americans living in the U.S. after the attack on Pearl Harbor? Why did the U.S. government pursue this course of action? Do you think there is any danger that the U.S. government could take similar action today? State your rationale.
3. Have students comb multimedia news sources to identify some of the measures that the Bush administration is using to combat terrorism in the U.S. List their responses on the board. Ask students: What do you think of these measures? At what point, if any, should civil liberties be curtailed to enhance security?
4. Inform students that, in a recent issue of Time magazine, Charles Krauthammer defends President Bush's domestic measures in the war on terrorism. He presents this as the classic scenario for breaching the law during war: "There is a nuclear bomb hidden in New York City. It is set to go off in 30 minutes. You have captured a terrorist who knows where it is. To find out, are you allowed to torture him, let alone suspend his Miranda rights?" Krauthammer goes on to state that, "Only a moral idiot would say no." Present the class with Krauthammer's scenario and solicit students' responses. Do students agree or disagree with Mr. Krauthammer's reasoning? Discuss.

LINKS:

<http://www.nara.gov/exhall/charters/billrights/preamble.html>

<http://www.lectlaw.com/files/con19.htm>

<http://www.aclu.org/>

<http://www.whitehouse.gov/response/investigativeresponse.html>

<http://civilliberty.about.com/library/weekly/aa091201a.htm>

Freedom of Speech

1. What information presented in the video suggests that free speech is limited in the U.S. during times of war? Why do you think some Americans have become more sensitive about people publicly expressing controversial views on the war against terrorism?
2. According to the video, who are some of the people that have been criticized for making objectionable statements regarding the terrorist attacks and the war against terrorism? What statements did these people make? What political messages were they promoting? Do you think any of their statements constitutes an act of sedition? Why or why not? What consequences have these individuals suffered? Do you think these consequences are fair? Why or why not? Should these people be subject to consequences? If so, what would be an appropriate consequence for each person? Discuss.

LINKS:

BEST COPY AVAILABLE

Holiday Travel

1. What is the name of the world's busiest airport? Where is it located? How has air travel changed as a result of the September 11 attacks? How should people who are planning to fly during the holidays prepare for their flights? What types of items are not allowed on your person or in your luggage? How early should people arrive at the airport before their flights?
2. Have you flown since September 11? If so, describe your experience. How was it different from flights you have taken prior to September 11? What advice would you give people who are traveling during the upcoming holidays?
3. How did you feel about flying before September 11? Did the terrorist attacks change your opinion about flying? Explain. If you were to take a long distance trip, what type of transportation would you prefer to use? Why?
4. Inform students that, in spite of the September 11 attacks, flying is still one of the safest ways to travel. Use this opportunity to have students investigate the safety statistics behind different forms of travel (plane, car, ship, train). After students compare and contrast their findings, ask: How can travelers assist in making their journeys safe in each method of transportation? Discuss.

LINKS:

<http://www.faa.gov/>

<http://www.faa.gov/apa/tipbroch.htm>

Satellite Follies

1. What is a satellite? What is a "satellite delay"? How can satellite delays impact the quality of international television broadcasts? Why do you think satellite delays occur? If necessary, have students conduct research to locate the answer to this question.
2. Refer your students to the links below and other resources to learn more about satellites and their many different uses. Group students. Have each group locate an industry or service that uses satellite technology and answer the following questions:
 1. What kind of service does the satellite provide?
 2. How many users benefit from the satellite?
 3. When was it launched?
 4. How is it powered?
 5. Who sponsored its creation?
 6. Who owns it?
 7. How does it communicate with Earth?
 8. Are there any risks that could develop through the use of this kind of technology?After groups share their information, challenge your class to come up with the top three advances in the last five years that owe their inception to satellites.

LINKS:

<http://www.tbs-satellite.com/tsc/online/>

<http://www.satobs.org/satintro.html>

<http://liftoff.msfc.nasa.gov/>

EDITOR'S NOTE:

al Qaeda
Donald Rumsfeld
Cold War
civil liberties
free speech
First Amendment
air travel
satellite delay

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CNN NEWSROOM Guide

December 19, 2001

There will be no CNN Newsroom and Daily Guide from Dec. 24 - Jan. 2, 2002. The program and guide will return on Jan. 3, 2002.

Have information about current events sent directly to you from the desk of CNN.com each Friday to integrate into the curriculum. Sign up at:
<http://fvi.cnn.com/fvi/updates/>

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 06:30...07:10

-Finding Mullah Omar is not a priority for local Afghan rebels.

-Government leaders wrangle over how to keep the peace in Afghanistan.

Landmine Dogs ... 02:45...09:55

Dogs are being used to clear landmines in Afghanistan.

Web Site Information ... 00:45...10:40

Information on the CNN NEWSROOM Daily Classroom Guide

Student Bureau ... 03:35...14:15

Student artists channel their feelings of patriotism and fear into art.

Student Bureau ... 03:10...17:25

Homeless kids in Atlanta reach out to children in New York shelters.

Santa's Mail ... 04:15...21:40

Will heightened security keep Santa from getting his mail?

Christmas Spirit ... 05:15...26:55

For many people, the holidays will have a special meaning this year.

CNN NEWSROOM CLOSE ... 01:05... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. What area of Afghanistan is the focus of U.S.-led attacks? Why is the U.S. targeting this area? What is known about the whereabouts of Mullah Omar and Osama bin Laden? Who is Haji Gulalai? According to Gulalai, why isn't the capture of Omar a top priority for local Afghan rebels?
2. Why is the U.S. eager to capture Omar? Refer students to multimedia resources, including the second link below, to learn about why Omar poses a threat to the U.S. After students share their findings, ask: How might Omar's capture impact the war against terrorism? How do you think the U.S. should respond to Haji Gulalai's refusal to go after Omar at this point in time? Discuss.
3. Who is Hamid Karzai? Why is he planning to meet with Mohammad Zahir Shah? Why is it necessary that an international stabilization force be established in Kabul? Why is it taking so long to set up this force?
4. In what other peacekeeping efforts has the United Nations been involved? Direct your students to the Internet and other resources to learn more about the U.N. and its peacekeeping efforts. Divide the class into groups. Have each group select one country or region in which the U.N. became involved after a conflict. Instruct students to conduct research to learn more about this effort and its results, or, if the effort is still in progress, the challenges the U.N. faces there. Have each group make a formal presentation of its findings. Challenge each student to write an essay in response to the following question: What lessons from previous peacekeeping efforts can be applied to the situation in Afghanistan?

LINKS:

<http://fyi.cnn.com/2001/US/12/18/gen.war.against.terror/index.html>
<http://fyi.cnn.com/2001/WORLD/asiapcf/central/11/15/ret.afghan.attacks/index.html>
<http://cnn.com/2001/COMMUNITY/12/17/samad/index.html>
http://news.bbc.co.uk/1/hi/english/uk_politics/newsid_1714000/1714952.stm
http://www.un.org/Depts/dpko/dpko/home_bottom.htm
<http://www.un.org/Docs/scinfo.htm>

Landmine Dogs

1. In what way are dogs helping the U.S.-led war effort in Afghanistan? How many dogs are participating in the Afghan minesweeping force? How many landmines exist in Afghanistan? How many dogs have been killed since the landmine removal program started in 1989?
2. Why do you think these dogs are referred to as "Afghanistan's silent heroes"? Do you think dogs should be used to clear landmines? Why or why not?
3. Have students research newspapers, periodicals and online resources to learn how animals have been used to enhance the quality of life for humans. Group students. Have each group prepare a presentation about the use of animals in the areas of space exploration, medical research, police work, and aiding the disabled. Why was the animal chosen to carry out its specific task? What usually

happens to the animals once it has completed its task?

LINKS:

<http://www.un.org/Depts/dpko/mine/program/afghanis.htm>

Student Bureau: Art in Terrorism

1. What emotions did the September 11 terrorist attacks evoke in American students? How are student artists in the U.S. channeling their feelings of patriotism and fear into their artwork? How do the student artists benefit from the creative process?
2. What is "patriotism"? What images have you recently seen that reflect Americans' feelings of patriotism? What thoughts and feelings do you have when you see these images? Discuss.
3. How did the September 11 attacks affect you? What emotions did you experience in the immediate aftermath of the attacks? Have these feelings changed during the last three months? If so, how? How have you dealt with your feelings regarding the terrorist attacks?
4. Offer students the opportunity to use different forms of creative art, such as writing, drawing, sculpture, collage, drama, dance or music, to express their feelings related to the September 11 attacks and the war against terrorism. Designate a place in your classroom for students to present their work.

LINKS:

http://www.kidshealth.org/breaking_news/tragedies.html

Student Bureau: Kids Embracing Kids

1. What is the Children Restoration Network? Where is it located? How do the children in the video feel about the September 11 attacks?
2. What is the Kids Embracing Kids Program? How many kids are participating in this program? Why do the children in the program identify with the kids in New York that were victimized by the terrorist attacks? How does Kids Embracing Kids benefit both the children in the program and the kids in New York?
3. Challenge your students to make a difference in their community. Help your class create a list of problems facing kids and families in their community. Group students and assign each group a problem from the list. Next, challenge each group to find out how local charities are addressing the problem and if their efforts are effective. After groups share their findings, direct members of each group to devise a plan to help address the problem in their community. Challenge groups to carry out their plans. Then, have students reflect on their experiences in journal entries.

LINKS:

<http://www.kids.maine.org/Newsletter/nw2000g.htm>

<http://www.resumax.com/crn.htm>

Santa's Mail

1. How many pieces of mail for Santa Claus does the North Pole post office in Alaska receive each day? How has the anthrax outbreak impacted the U.S. Postal Service? What is the U.S. Postal Service

doing to keep the mail safe? How are these security measures impacting the delivery of letters to Santa? What type of "suspicious" mail has Santa received?

2. Point out to students that today is the second busiest delivery day for the U.S. Postal Service. According to a recent CNN.com article, "Average daily mail volume is 680 million items, including about 100 million cards and letters....Overall, U.S. postal carriers will handle about 20 billion items between Thanksgiving and Christmas." Because of concerns about anthrax, the U.S. Postal Service has offered a series of suggestions for mailers. Refer students to the links below to review these suggestions. Then, ask students: What could be done to improve the delivery of letters to Santa in 2002.
3. Teachers: For background information and discussion questions on anthrax, please go to this CNNfyi.com Web site:
<http://fyi.cnn.com/2001/fyi/news/10/15/anthrax/index.html>.

LINKS:

<http://cnn.com/2001/US/12/13/holiday.mail.ap/index.html>

<http://www.usps.com/>

Christmas Spirit

1. What sights, sounds and smells that exemplify the holiday season are mentioned in the video? Who is Chandler Kennedy? What gifts is she making for her friends this year? What other personal gifts are mentioned in the video?
2. Share the following quote by Raquel Reid: "Photographs are very special. I've always been told that a photo is worth a thousand words." What does she mean? How would you feel about receiving a photograph as a Christmas gift?
3. How have some Christmas decorations become more patriotic this year? Why has this happened? How do some of the consumers in the video feel about this year's "new holiday spirit"?
4. Have the terrorist attacks impacted the way you feel about Christmas this year? Discuss. Instruct each student to write a letter to a future family member, expressing how he/she is experiencing the holiday season in light of the events of September 11. Ask students to seal their letters and put them away to be read in the future.
5. As a class, challenge each student to list a way that people's perspectives on Christmas have changed since last year as a result of the terrorist attacks. For example, an anonymous author recently wrote, "Last Christmas we were lighting candles to decorate; this Christmas we are lighting candles to commemorate." Have students compile their statements and display them in your school's library.

LINKS:

<http://www.ridgenet.org/Szaflik/history.htm>

EDITOR'S NOTE:

Mullah Omar
stabilization force
landmines

dogs
patriotism
art
homelessness
Christmas

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CNN NEWSROOM Guide

December 20, 2001

There will be no CNN Newsroom and Daily Guide from Dec. 24 - Jan. 2, 2002. The program and guide will return on Jan. 3, 2002.

To continue taping and using CNN NEWSROOM in the classroom, make sure your school is re-enrolled. It's free Call 1-800-344-6219 or re-enroll online at <http://turnerlearning.com/newsroom/enroll.html>.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Top Story ... 03:40...04:20

The search for Osama bin Laden continues.

Behind the Headlines: Hamid Karzai ... 02:10...06:30

Who is Hamid Karzai?

Returning Home ... 05:20...11:50

-Afghan Foreign Minister Abdullah Abdullah returns to Afghanistan.

-Sherief Fayeaz assumes the post of Afghanistan's new Minister of Education.

Peacekeeping Force ... 02:20...14:10

A British-led force will stay in Afghanistan to help stabilize the country.

Ask CNN ... 01:05...15:15

What role will women have in the formation of Afghanistan's new government?

Rockwell Exhibit ... 04:10...19:25

Norman Rockwell's paintings tour the U.S.

Web Site Information ... 00:45...20:10

Information on the CNN NEWSROOM Daily Classroom Guide

Our World ... 02:25...22:35

Afghan teens share their views on America.

Our World ... 03:50...26:25

A school assembly program encourages students to keep the peace.

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: America Strikes Back

1. Why are tensions high along the Pakistan-Afghanistan border? How many people were killed in the recent revolt staged by Arab al Qaeda fighters? Why do some people think that Osama bin Laden is now in Pakistan? According to the video, why might it be difficult for bin Laden to hide in Pakistan?
2. Teachers: For a related CNNfyi.com article and materials on Pakistan and its role in the war against terrorism, please go to:
<http://fyi.cnn.com/2001/fyi/news/10/29/pakistan.history/index.html>.

LINKS:

<http://fyi.cnn.com/2001/WORLD/asiapcf/central/12/19/ret.afghan.attacks/index.html>
<http://fyi.cnn.com/2001/WORLD/asiapcf/central/12/19/ret.kibel.otsc/index.html>
<http://www.time.com/time/nation/article/0,8599,184958,00.html>

Behind the Headlines: Hamid Karzai

1. Who is Hamid Karzai? What is a "Loya Jirga"? How did Karzai go about organizing opposition to the Taliban? Why was this a risky venture? Who was Abdul Haq? Why does Karzai want to see the Taliban removed from power?
2. In which country was Karzai in exile? While in Pakistan, of what tribe was he the leader? What was Karzai's role in getting the Taliban to withdraw from Kandahar? Why is he seen as perhaps the best hope to lead an interim government in Afghanistan?
3. Inform students that, in a recent conversation with CNN's Christiane Amanpour, Hamid Karzai refers to his desire to improve the quality of life for his people. Generate a class discussion about those things that constitute one's quality of life. Then, divide the class into small groups. Have groups conduct research to learn more about life in Afghanistan over the past twenty years and the conditions under which most Afghans have lived. Challenge each group to use what it has learned to draft Mr. Karzai's first speech as interim leader of Afghanistan, in which he lays out his plan for a better quality of life for the Afghan people.

LINKS:

<http://cnn.com/2001/WORLD/asiapcf/central/12/19/ret.karzai.shah/index.html>
<http://cnn.com/2001/WORLD/asiapcf/central/10/27/ret.afghan.opposition/index.html>
<http://fyi.cnn.com/SPECIALS/2001/trade.center/afghan.section.html>

Returning Home

1. When will Afghanistan's new interim government assume power? Who is Abdullah Abdullah? Why has he returned to Afghanistan? When is the multinational security force expected to arrive in Afghanistan? What is being done to prepare for the arrival of the peacekeeping troops?
2. Who is Sherief Fayeze? Why is he going back to Afghanistan? Why did Fayeze and his family leave Afghanistan 20 years ago? How has Fayeze made his living in the U.S.? How does he feel about the changes that have taken place in Afghanistan since he left his homeland? Why do you think Fayeze was chosen to be Afghanistan's new Minister of Education? What challenges does he expect to encounter in his new position?
3. Teachers: For a CNNfyi.com article and educational materials on the formation of a post-Taliban government in Afghanistan, please go to:
<http://fyi.cnn.com/2001/fyi/news/11/26/afghan.talks/index.html>.

LINKS:

<http://cnn.com/2001/WORLD/asiapcf/central/12/19/ret.afghan.gov.whitbeck.otsc/index.html>

Peacekeeping Force

1. Why is it necessary that an international stabilization force be established in Afghanistan? What nation is slated to head up this force? How many nations have offered to send troops to the British-led mission? What work needs to be accomplished before the stabilization force can be deployed?
2. Inform students that eventually the British-led stabilization force will be deployed in five major cities -- Kabul, Kandahar, Jalalabad, Mazar-e Sharif and Herat. Have students locate these cities on a map of Afghanistan. Then, divide your class into five groups and assign each group one of these five Afghan cities. Have each group conduct research to learn about the history of the city during the last 20 years. Pose the following questions to guide students' research:
 - What is the demographic composition of the city?
 - How have its citizens been affected by war and the Taliban regime?
 - What are some of the major issues currently facing local residents?

After groups share their findings, ask: Why do you think these cities were chosen as the sites for the deployment of the stabilization force? What challenges are peacekeeping troops likely to encounter as they carry out their work in these cities?

LINKS:

<http://cnn.com/2001/WORLD/asiapcf/central/12/19/gen.peacekeeping.force/index.html>
http://news.bbc.co.uk/1/hi/english/uk_politics/newsid_1714000/1714952.stm
<http://www.afghan-web.com/geography/>

Rockwell Exhibit

1. Who was Norman Rockwell? Why is he important in both American history and American art history? What type of paintings were his specialty? Why is Rockwell considered the first American "pop artist"? Why was his work criticized by art critics? When did Rockwell die?
2. In the video, CNN correspondent Phil Hirschorn states that, "A lot of what we see in Rockwell's

paintings are iconic images." What does Hirschhorn mean? If Rockwell were alive today, what iconic images of America and Americans might he paint? Why?

3. Have students find examples of Rockwell's paintings on the Web sites listed below. Ask each student to choose one painting and critique it in terms of subject, color, painting techniques, and attitude. What makes the painting distinctly American? Ask each student to present the painting and his or her critique. Have students compare their findings to see if common traits can be found among the paintings.

LINKS:

<http://www.nrm.org/>

<http://www.paonline.com/zaikoski/rockwell.htm>

<http://www.normanrockwellvt.com/>

Our World: Afghan Teens

1. What are some of the feelings and stereotypic beliefs that Afghan teens have about American teens? How do the lives of American and Afghan teens differ? How do the Afghan kids in the video feel about Americans and the U.S.-led attacks on Afghanistan?

LINKS:

<http://cnn.com/2001/SHOWBIZ/TV/12/17/cnn.mtv/index.html>

<http://www.mtv.com/>

Our World: Rage Against Destruction

1. Why has security been increased in many U.S. schools in recent years? What is Rage Against Destruction? What is the goal of this program? Why do you think Rage Against Destruction performs in schools? How does this program get its "message" to the students? Do you think this method is effective? Why or why not?
2. What is peer pressure? What is the correlation between peer pressure and school violence? Why do you think many kids succumb to peer pressure? Who is Stephanie Singer? Share the following quote from Singer: "They (students) don't have to do what the peer pressure says to do - they can be themselves, and be popular while they are themselves." Do you agree with Singer? Give an example to support your position.
3. Direct students to survey their peers to assess their attitudes and feelings about school safety, and to offer suggestions for ways to improve the safety of their school. Have students create a questionnaire that contains at least five questions related to school safety. (One question might be: How safe do you feel at school?) After students present their information, ask: Overall, do students feel safe at your school? If not, what can be done to make your school safer? Would a program like Rage Against Destruction be successful at your school? Why or why not? Have students share their findings with your school's principal.
4. Teachers: For additional information and activities related to bullying, check out the [educational guide](#) for the "7th Heaven" episode "Teased."

LINKS:

<http://www.ragead.org/menu.html>

<http://www.cdc.gov/od/oc/media/pressrel/r990421.htm>

<http://www.safeschools.org/>

EDITOR'S NOTE:

Osama bin Laden

Pakistan

Hamid Karzai

interim government

stabilization force

Norman Rockwell

school violence

peer pressure

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CNN NEWSROOM Guide

December 21, 2001

There will be no CNN Newsroom and Daily Guide from Dec. 24 - Jan. 2, 2002. The program and guide will return on Jan. 3, 2002.

We wish you and your students a happy and safe holiday season.

----- PROGRAM RUNDOWN -----

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 01:10...01:20

Top Story ... 03:30...04:50

Controversy surrounds the allocation of relief funds to Sept. 11th victims' families.

Rebuilding Afghanistan ... 02:15...07:05

Public safety has become a casualty of Afghanistan's wars.

Afghan Guns ... 02:50...09:55

Afghanistan's leaders try to convince citizens to give up their firearms.

Ask CNN ... 01:30...11:25

How are American Muslims viewed by bin Laden and other extremist Muslims?

2001: Year in Review: Hunt for Bin Laden ... 06:30...17:55

The U.S. declares war on terrorism and leads the hunt for Osama bin Laden.

Tora Bora Village ... 03:50...21:45

Teachers: Some students might find the images in this story disturbing. Please preview.
Many Afghans do without basic necessities.

Web Site Information ... 00:45...22:30

Information on the CNN NEWSROOM Daily Classroom Guide

Our World ... 05:00...27:30

-A Georgia high school band answers the call to help others.
-Students videotape messages of support for deployed troops.

CNN NEWSROOM CLOSE ... 00:30... 28:00

----- CNN NEWSROOM STORIES -----

CNN NEWSROOM OPEN

SPECIAL REPORT

Top Story: Relief Funds

1. Who is Cheri Sparacio? Where was her husband on September 11, 2001? Why is Cheri Sparacio worried about her financial future? Who is Tillie Geidel? What was her husband's profession? How is her financial situation different from that of Ms. Sparacio?
2. Why is tension growing between rescue workers' families and other families who lost loved ones on September 11th? Critics are saying that there is the appearance that "some lives are worth more than others." Why do they believe this? According to Kevin Sullivan of Catholic Charities, how do charities determine how much to award victims' families in these kinds of situations?
3. Solicit students' views on how the September 11th relief funds should be allocated. Ask students to recall previous stories of families whose lives have been forever changed as a result of the terrorist attacks. Who are some of the individuals who were lost in these attacks? What other losses (such as injuries and property damage) were experienced? Should individuals who have endured physical suffering and/or property damage be given financial aid as well? After brief discussion, divide the class into small groups. Have each group develop and present a plan for allocating relief funds to those individuals and families they think should receive them. Have each group present its plan and discuss the rationale used to determine who should receive aid, and how much money should be awarded in specific cases. Discuss the difficulties groups faced in making their determinations.

LINKS:

<http://fyi.cnn.com/2001/US/12/20/rec.victims.compensation/index.html>

<http://www.usdoj.gov/victimcompensation/>

<http://www.uwnyc.org/sep11/>

<http://www.redcross.org/>

Rebuilding Afghanistan

1. How many fire stations exist in Afghanistan? In what city can they be found? How would you describe the condition of the fire station seen in the video? What have the wars in Afghanistan done to the resources of Kabul's fire department? How does winter in Afghanistan increase the danger of fires? Who recently visited the Kabul fire department with the goal of helping it to rebuild? Why do you think international aid will be necessary to establish this element of public safety for Afghanistan?
2. Point out to students that United Nations Development Programme Administrator Mark Malloch Brown recently outlined four priorities for the rebuilding of Afghanistan. These priorities, according to Brown, fall under the following categories: security, agriculture, basic infrastructure/community programs and the return of refugees. Divide the class into four groups. Have each group select one of these categories and conduct research to learn more about it as it applies to Afghanistan. Direct each group to present an oral report on its findings and discuss the challenges Afghanistan's new leaders face as they address each priority.

LINKS:

<http://www.odci.gov/cia/publications/factbook/geos/af.html#Intro>

http://news.bbc.co.uk/1/hi/english/world/south_asia/newsid_1721000/1721885.stm

Afghan Guns

1. How commonplace are guns on the streets of Jalalabad? What is the "weapon of choice" there? What are government leaders doing to reduce the number of guns on the streets? What exceptions are being made to the gun ban? How many guns have Kabul authorities seized? How does the local commander feel about the work he and his men are doing there? Do you agree that they are "making Kabul safe"? Explain.

LINKS:

<http://afghanistannews.net/>

2001: Year in Review: Hunt for Bin Laden

1. Who is Osama bin Laden? What is al Qaeda? When was bin Laden placed on the FBI's Ten Most Wanted Fugitives list? Why is bin Laden angry with the United States? What is a "fatwah"? Why did bin Laden issue fatwahs against the U.S. in 1996 and 1998?
2. What action did U.S. Secretary of State Colin Powell take against terrorism after the September 11 attacks? Who are the Taliban? Why didn't the Taliban leadership hand over bin Laden to the United States? What actions did the United States take against the Taliban?
3. If bin Laden is alive, where is he believed to be hiding? What measures are the U.S. and anti-Taliban forces taking to find bin Laden? Do you think capturing bin Laden would mean the end of al Qaeda? Why or why not? How might his capture impact global terrorism?
4. How do you think allied forces are able to narrow their hunt for Osama bin Laden? Politically speaking, what is "intelligence"? What role do you think intelligence plays in this kind of manhunt? In what situations might intelligence be a more effective weapon than bullets or bombs when searching for a person like bin Laden?
5. Divide the students into four groups. Assign each group one of the following months from this year: September, October, November or December. Direct each group to identify key players and both military and political events in the war on terrorism that took place during that month. After each group has presented its information, use it to create a timeline of the U.S.- led war on terrorism. Post the timeline in your classroom.
6. Ask students: Do you support an extended war on terrorism? How do you think most adults you know feel about this possibility? Divide the class into small groups. Have groups survey adults they know to find out whether they would support U.S. government action in other countries that sponsor terrorism, such as Iraq and Sudan. Have groups report their findings. Then ask: What do the majority of the people surveyed support? Why do you think this is so? Discuss.
7. Teachers: For a CNNfyi.com backgrounder on Osama bin Laden and al Qaeda, please go to:
<http://fyi.cnn.com/2001/fyi/news/12/12/bin.laden/index.html>.

LINKS:

<http://fyi.cnn.com/SPECIALS/2001/binladen/>
<http://www.pbs.org/wgbh/pages/frontline/shows/binladen/>
<http://www.fbi.gov/mostwanted/topten/fugitives/laden.htm>
<http://www.usemb.se/terror/>

Tora Bora Village

1. How does much of Afghanistan compare to what ancient travelers saw centuries ago? How does CNN's Walter Rodgers describe the Afghan landscape? Why do people in the villages "still hate the Soviets"? What aspects of everyday life in Afghanistan make "modernization" a real challenge? What is fatalism? How is fatalism ingrained in many Afghans?
2. What is the status of the women who live in the village? How are they perceived as property? Why do you think this perception has continued for centuries among the poorest Afghans? What aspects of Afghan culture will have to be overcome if that is to change?

LINKS:

http://www.care.org/info_center/afghanistan/
<http://www.afghan-web.com/>

Our World: Greatest Generation/Messages of Support

1. What kind of production was the Carrollton High School band working on when the terrorist attacks on the U.S. occurred? What was the title of the band's performance? How did the band shift the focus of the performance after September 11th? How did the community respond to the band's effort?
2. What did students at West Shore High School do to show their support for the troops in the war on terrorism? Who partnered with the students to get their messages to the troops? Why did so many students want to help in this effort? How do messages of support, like the ones the students recorded, impact the troops and others who see them?

EDITOR'S NOTE:

compensation fund
Sept. 11, 2001
Afghanistan
Osama bin Laden
al Qaeda
war on terrorism
patriotism
video message

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